|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Language and Level** | | French – Novice Mid 🡺 Novice High | | | | | |
| **Theme** | | **Contemporary Life** : A Balanced Lifestyle | | | | | |
| **Important/Essential**  **Question(s)** | | How balanced is your lifestyle? What do you do to be healthy? | | | | | |
| **Goals**  *What should students know and be able to do by the end of the unit?* | | * Students will be able to compare lifestyles of their family members with those of families in (Epernay) in terms of balance. * Students will be able to make recommendations for ways to create or maintain balanced lifestyles. * Students will explore health and wellness websites to identify elements of a healthy lifestyle. * Students will create a presentation for the (community) highlighting ways to promote balance of life. | | | | | |
| **Integrated**  **Performance**  **Assessment**  *(Note: The presentational and interpersonal tasks follow the interpretive task and are informed by the information and knowledge gained from the interpretive task. )* | | Interpretive Tasks | | | | | |
| Students will read a blog written by a teenager where he discusses his activities. They will demonstrate comprehension by answering questions about main ideas in English and will complete a graphic organizer based on information found in the text. | | | | | |
| Presentational Task 🡸 | | 🡺 Interpersonal Task | | | |
| Students will create a presentation for the community highlighting ways to promote a balanced lifestyle. They might participate in a wellness fair or create a virtual wellness fair online. | | In pairs or small groups students share what they have learned about their lifestyle and their family’s lifestyle in terms of balance. | | | |
| **Cultures** | | **Product:** Café  **Practice:** Stopping with friends for coffee  **Perspective:** It’s not the coffee, it’s the conversation    **Product:** School year calendar  **Practice:** Regular breaks, holidays  **Perspective:** Balance | | | | | |
| **Comparisons** | | Culture | | | Language | | |
| Work time/leisure time  Mealtime with/without family  Weekend activities  Walking/driving  Teenagers working during school year/summer  Life expectancies  Work to live/live to work | | | “la joie de vivre”  “metro, boulot, dodo”  “Ne t’en fais pas!”  Détente  Making polite recommendations | | |
| **Connections** | | Other Disciplines | | | Technology | | |
| **Health and wellness:** Compare recommendations for healthy lifestyles  **Media studies:** Impact of media on lifestyles; marketing diet/exercise | | | Teachers can create a safe, free space for student blogs and more: <http://kidblog.org> | | |
| **Communities** | | Look at a community-based issue related to balanced lifestyles and offer solutions  Examine personal lifestyles and make adjustments as needed | | | | | |
| **Connections to Common Core** | | **Reading: 1**. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  **Writing: 6**. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  **Writing: 7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  **Speaking and Listening: 1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  **Language: 4**. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | | | | | |
| Tool Box | | | | | | | |
| Language Functions | | | Structures / Patterns | | | Essential Vocabulary | |
| **Compare** *lifestyle routines* | | | plus que, moins que, aussi que | | | Une bonne hygiène de vie  Un régime équilibré  La détente  Faire de l’exercice  Se détendre/se dépêcher  Être détendu/être stressé  Souvent/rarement  De temps en temps  Normalement  (x) fois par jour/semaine/mois | |
| **Describe** *your daily schedule* | | | (le) lundi… | | |
| **Ask and answer questions** *about daily routines* | | | interrogative pronouns and adjectives | | |
| **Express frequency** *saying when and how often you do certain things* | | | adverbs | | |
| **Express needs** *saying what you need to do to be healthy* | | | Il faut / Il me faut | | |
| **Express opinions** *about daily activities, schedules* | | | Il est important de, Il est bon de | | |
| **Make suggestions** *about ways to be healthy* | | | Tu devrais / Vous devriez  Il te/vous faut | | |
| Key Learning Activities | | | | | | | |
| Mode of  Communication | Activity | | | | | Purpose | In-class /  Home |
| Interpretive | Song – *Ma Vie au Soleil* – Watch video clip, list activities that relate to *métro, boulot, dodo* and activities that relate to a more relaxed lifestyle. | | | | | Hook | Class |
| Interpretive | Read French Girl in Seattle: *Une Visite au café*. Select an image from the article or a personal image. Explain the role of the café from the perspective of the article and from your perspective. Use French when you can. Post your image and comments…. | | | | | Flipped and in English to build cultural understanding | Home |
| Interpretive | Work with short reading *La Détente* – connect détente activities to images | | | | | Vocabulary related to activities | Class |
| Interpretive  Interpersonal | Look at *Calendrier des fêtes* and compare to school calendar. Consider actual holidays, days off. Look at images with Zone A, B and C. Compare to US system of school holidays. Discuss schedules with partner | | | | | Make comparisons | Class |
| Interpretive  Interpersonal | Use Liberation headline and article on stress at school. Have students complete graphic organizer with statistics from article and then compare to their own situations. | | | | | Comparisons | Class |
| Interpretive  Presentational | Read article on how teenagers spend free time. Design survey questions to use with students studying French. Create graphic organizer to compare school results to those in article. | | | | | Vocabulary related to activities and frequency | Class |
| Interpretive | Compare 2 *Maisons des Jeunes* for hours and activities. Compare to local recreational facility – YMCA, JCCA. | | | | | Comparisons | Home |
| Interpretive  Presentational | Read *Les Lycéens se retrouvent au café* and compare to what exists in local community. | | | | | Comparisons | Home |
| Presentational | Create a proposal for a local teen café or an advertisement for something that already exists. | | | | |  | home |
| Interpretive  Interpersonal  Presentational | Watch silent movie – UNICEF clip on right of child to play. Discuss with partner. Develop a commentary for the film. | | | | |  | Class |
| **Resources** | | | | | | | |
| Text for Interpretive Tasks –  <http://www3.sympatico.ca/serge.richard2/>  <http://www3.sympatico.ca/serge.richard2/page5.html>  Other resources at wiki: <http://clementi-terrill2012.wikispaces.com> | | | | | | | |